56 different examples of formative assessment.

Curated by David Wees, Formative assessment specialist, New Visions for Public Schools

3x Summarization

To check understanding, ask kids to write three different summaries:
One in 10-15 words
One in 30-50 words
One in 75-100 words.
The different lengths require different attention to details. Compare/ contrast with peers/ look at teacher model (via document camera.)

(@codyjohk)

Postcard

Have students write a postcard as a historical figure to another historical figure discussing and describing a historical event.

3 Things

List 3 things that a fellow student might misunderstand about the topic.

Venn Diagram

Have students compare and contrast a topic using a Venn diagram.

Hand in, pass out

Ask students questions, have them respond on notebook paper anonymously. Students then hand their papers in. Teacher immediately, randomly gives them back to students for grading. Students get practice grading others work, but shouldn't know who is who. Teacher then takes informal poll about how many questions students answered correctly.

(@jnbtaylor)

Visualize (Be the Illustrator)

Read a page of the story not allowing students to see the illustration. Have each student create a visualization (illustration) for that page.

(Kim Huey)

Quizzes

Give students quizzes, which either you mark, or they mark. You can use the information gathered from the quizzes to guide your instruction, or to give feedback to the students.

Write it down

Have students write down an explanation of what they understand. Read these explanations to help inform your instruction, and write comments on them (or discuss them with the student) to give them feedback.

@davidwees

My Favorite No

Assign students a warm up problem or two. Hand out index cards to the students. Sort the index cards into **yes**/**no** piles. Choose your favourite **no** response and analyze it as a class.

See https://www.teachingchannel.org/videos/class-warm-up-routine

(@fawnpnguyen)

Mini-whiteboards

Each student, or groups of students, has a mini-whiteboard. As they work through problems, they can share them either with you as a class, or you can walk around the classroom and see their work.

@davidwees

Create something

This is similar to checking for transfer. Have students build/create something that requires that they apply what they have learned.

@davidwees

Check for transfer

Check to make sure your students are able to transfer a concept from one domain to another. This could take a variety of forms. For example, can they identify the climax in a short story, a novel, a movie, and an advertisement?

@davidwees

Extension Projects

Extension projects such as:
- diorama
- poster
- fancy file folder
- collage
- abc books

Any creative ideas students can come up with to demonstrate additional understanding of a concept.

Doodle It

Have students draw what they understand, instead of writing it.

Chalkboard Splash

Numerous students respond to a prompt/question on the chalkboard or whiteboard at the same time.

Text Rendering

Students read an informative text independently, highlighting or writing down a few sentences they find important, interesting, of note, or that give them an Ah ha! moment. Then, group students and have each share a sentence from the text. Next, have each student pick and share a phrase from the sentence they shared. Finally, each student will pick one word from that sentence and share. Have students then discuss if the words, phrases, and sentences they chose sum up the main idea of the text.

(@brandonhebert)

Metacognition

Metacognition allows for the students to process what they did in class and why it was done. At the end of class (or each assignment if on block sched), have students complete a table similar to the one below. Collect and provide feedback.

What did we do What did I learn?	today?	Why did we do it?
How can I apply it?		What questions do I still have about it?

(@brandonhebert)

Exit slip

You hand out a short quiz or a few simple questions, and students give them to you as they leave your class.

3	Things I Learned Today …
2	Things I Found Interesting …
1	Question I Still Have …

Source: http://wvde.state.wv.us/strategybank/3-2

@davidwees

Quick nod

You ask students if they understand, and they nod yes or no.

- You can do this using Polleverywhere.com or a Google form.

@davidwees

Watch body language

If you pay careful attention to the body language of your students, quite often they will communicate understanding or a lack of understanding through their body language.

@davidwees

Running records

Assess students on reading, keeping track of what they do as they read, and what mistakes they make (possibly including self-corrections).

[Here is more detail on running records](#).

(@bgsmith_66)

Thumbs up, middle, or down

Ask the class if they understand a concept. If they (think) they get it, thumbs up. If they are not sure, thumbs middle, if they don't get it, thumbs down.

In ancient Greece they used a closed fist (I have a good grip on the matter) or an open hand. @Braddo

See http://en.wikipedia.org/wiki/Zeno_of_Citium

@davidwees

Hand Thermometer

Use for Peer Feedback

Students share with the class one thing that is being worked on such as strong leads. After the student has shared, the class raises their hands to level that they feel the item has met the criteria - no verbal comments necessary as student who shared has a very quick visual of where they are at
 - all the way up is "hot" or excellent
 - half way up is "mild" or okay, meets but could be better
 - just above desk height is "cold" or needs to be improved

(@annemidd)

Two Roses and a Thorn:

Name two things that you liked about a chapter, lesson, etc and one thing you did not like or you still have a question about. This can be used as a wrap up or an exit ticket.

Fingers up!

Similar to thumbs up/down/middle - choose option or match using 1, 2, 3, 4, or 5 fingers held up with 1 meaning "I need a lot of help" and 5 meaning "I really get this."

(@frank_w_b)

Red / green card

Students hold an index card (that has a red circle on one side and a green circle on the other) in front of them where you can see it. As they are following along with you and understanding, they show the green circle side. When they miss some information, need clarification, or don't understand, they turn it to show you the red circle. Much more effective than having them raise their hands and lets you know shortly after they are lost instead of at the end of class.

Traffic Lights

Used for pre-assessment, student self-assessment and even as an exit slip. Green = I know this; Yellow = I may know this OR I partially know this; Red = I don't know this. You can do this before a topic, during the topic and right after the topic. You can track their progress (and so can they). You can use coloured highlighters for this. Some also use coloured cups on a students desk as well.

You can also laminate strips of construction paper, one of each color (r,y,g), single-hole punch on short end, and place on a ring. Students can then raise the appropriate color at any point during the class. (@brandonhebert)

Google Forms

"Comments/questions/suggestions about the lesson?" Students who normally would not participate in class will participate virtually.

Clickers

Give each student a student response system (or clicker) or use a service like Socrative teacher, Poll Anywhere, or Google Docs and ask questions during class, and have students respond individually (or in groups) to the questions.

Flubaroo

Use the Flubaroo script to create self-marking quizzes that students can take for formative feedback on their understanding.

See http://www.flubaroo.com/

Cold-calling

Ask students questions during class. Use a procedure for asking questions which ensures that all students have a chance to be asked a question, and include students who might not otherwise participate.

Apps such as TeacherPal (free) can be used to randomly call on students without repetition or leaving anyone out, for those of us who can't touch popsicle sticks.

Text the answer

Students text their answer to a site such as Wifitti (http://goo.gl/wrxOC). It hides their actual identity so they can be honest and not feel embarrassed.

Use Google Docs

Have students do their writing in Google Docs. Either you observe their writing, or a peer does, and gives live feedback while they are writing. Feedback should not be "oops you made a mistake" but "oh that's interesting, what made you add that?"

ActivePrompt
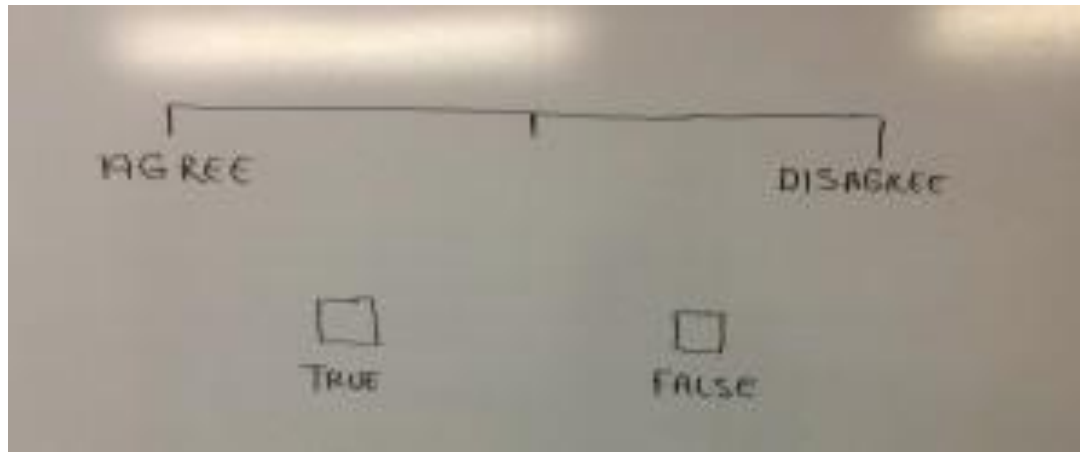
Upload an image (like the one above via Riley Lark) to http://activeprompt.herokuapp.com/. Give the URL to respond to students and ask them to place a red dot according to how they feel. See also http://activeprompt.org.

Twitter voting

Similar to clickers, but much cheaper. Set up a script that uses twitter to vote and display a graph of results of students' feedback.

Back Channel

Using a program such as Todays Meet students are able to state ideas, discuss thinking, and share questions as a topic is being taught. Teacher is able to quickly address questions, point out interesting thinking and students are able to build on their own understanding through the thinking of their peers. Especially great for the shy students as they have a voice through technology.

Cork board

Students are able to collaboratively post their closing thoughts, ideas, questions, or comments on a digital cork board.
As seen in:

[See an example using Linoit.](#)
(Alternative: [Padlet](#))

Twitter Board

Students are able to summarize what is learned from a lesson within a short sentence.

Socrative

"As easy as raising your hand..."

Students can log-in to your virtual socrative classroom. Teachers can have preposted or 'on the spot questions' for students to respond to.

http://www.socrative.com/

Technology

Crowd-source a presentation

Have students create a presentation, much like this one, and offer it to their personal learning network to edit (and their teacher). From the edits that are made by people in their network, students will get feedback on their work.

* This requires students to have reasonably collaborative personal learning networks already developed.

Photos to assess learning

Chose two or three photos that represent a process. Have students write captions for each photo followed by a short summary.

Create a video

Students create short videos or screen-casts where they explain their reasoning. You can then watch what they create and see what they are able to explain, what they omit, and what they may not understand.

Talk to each other

Have students discuss with other how they would accomplish a particular task, explain a specific idea, or talk about some knowledge they have gained. Your job as teacher is to walk around the room and listen in on the student conversations.

Partner Quizzes

Kids work on the first question together and provide each other with feedback, then work independently on a new question covering same concept.

Teach younger kids

Have your students teach younger students (or act as tutors) the basic concepts in an area with which they should be very familiar. Check in with both sets of students to see how well the tutoring worked. Use this to inform your instruction for the older students and the younger students.

Rotate groups

Have students work in stations, and rotate through the stations. In small groups, supervise an activity (or a discussion) and assess students in the small groups, and provide everyone in the group with feedback relevant to the discussion.

Mazur's ConcepTest and Think-pair-share

Using cards, poll, clickers etc for a multiple choice question to check for understanding and think-pair-share to discuss with others.

See http://serc.carleton.edu/introgeo/interactive/conctest.html

Jigsaw Groups

Groups work on a different section of a text and become experts on that section. Then restructure the groups so each new group has a member that read a different section of the text.   Each expert will share their work with the rest of the students.

Answer the LEQ

Can the students answer the Essential Question from the lesson (either verbally or written)?

Raised hands

When you ask questions in class, watch carefully to see who raises their hands (make sure to give sufficient wait time for your questions). This may indicate who understands the material, and who does not, however sometimes people understand and just do not want to answer.

Listening

Have students explain to you how they know something is true. Try and see from their explanation if they have any misconceptions.

Ask clarifying questions

Ask questions of students to clarify your understanding of student thinking. Record these on an anticipation template, such as [the templates in this folder](#).

Anticipate responses

1. Do the work you are going to give your students first in at least two different ways.
2. Anticipate student responses to the work.
3. Give the students the work.
4. Circulate around the room.
5. Record your observations on an anticipation template, such as the templates in this folder.

Make predictions

Have students make a prediction about an experiment or class demo and explain their reasoning. After performing the experiment or demo, discuss why their predictions were right/wrong.

If grading the assignment (such as a lab report), base the grade on final conclusion, not prediction.

Comments

Write descriptive comments on student work helping them see how they can improve their work or what they've done that really worked for them.

Self-assessment

After the students have finished a writing assignment, let them evaluate themselves using the same matrix you do. Discuss their self evaluation.

25 Quick FORMATIVE ASSESSMENTS
for a Differentiated Classroom

Judith Dodge

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WHAT ARE FORMATIVE ASSESSMENTS AND WHY SHOULD WE USE THEM?

> *"Informative assessment isn't an end in itself, but the beginning of better instruction."*
>
> CAROL ANN TOMLINSON
> (2007/2008, P. 11)

Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we *think* they need?

Traditionally, we have used assessments to measure how much our students have learned up to a particular point in time (Stiggins, 2007). This is what Rick Stiggins calls "assessment of learning" and what we use to see whether our students are meeting standards set by the state, the district, or the classroom teacher. These *summative assessments* are conducted after a unit or certain time period to determine how much learning has taken place.

Although Stiggins notes that assessments *of* learning are important if we are to ascribe grades to students and provide accountability, he urges teachers to focus more on assessment *for* learning. These types of assessment—*formative assessments*—support learning during the learning process.

Since formative assessments are considered part of the learning, they need not be graded as summative assessments (end-of-unit exams or quarterlies, for example) are. Rather, they serve as practice for students, just like a meaningful homework assignment (Chappuis & Chappuis, 2007/2008). They check for understanding along the way and guide teacher decision making about future instruction; they also provide feedback to students so they can improve their performance. Stiggins suggests "the student's role is to strive to understand what success looks like and to use each assessment to try to understand how to do better the next time." Formative assessments help us differentiate instruction and thus improve student achievement.

When I work with teachers during staff development, they often tell me they don't have time to assess students along the way. They fear sacrificing coverage and insist they must move on quickly. Yet in the rush to cover more, students are actually learning less. Without time to reflect on and interact meaningfully with new information, students are unlikely to retain much of what is "covered" in their classrooms.

Formative assessments, however, do not have to take an inordinate amount of time. While a few types (such as extended responses or essays) take considerably more time than others, many are quick and easy to use on a daily basis. On balance, the time they take from a lesson is well worth the information you gather and the retention students gain.

Using a Variety of Formative Assessments

The National Forum on Assessment (1995) suggests that assessment systems include opportunities for both individual and group work. To provide you with a comprehensive repertoire, I have labeled each assessment as Individual, Partner, Small Group, or Whole Class (see chart, page 11). Listening in on student partners or small-group conversations allows you to quickly identify problems or misconceptions, which you can address immediately. If you choose a group assessment activity, you will frequently want to follow it up with an individual one to more effectively pinpoint what each student needs. Often, the opportunity to work with others before working on their own leads students toward mastery. The group assessment process is part of the learning; don't feel you must grade it. The individual assessment that follows can remain ungraded, as well, although it will be most useful if you provide some feedback to the learner, perhaps in the form of a brief comment or, at the very least, a check, check-plus or check-minus, with a brief verbal explanation about what each symbol indicates (*You have mastered the skill*, *You need more practice,* etc.).

By varying the type of assessment you use over the course of the week, you can get a more accurate picture of what students know and understand, obtaining a "multiple-measure assessment 'window' into student understanding" (Ainsworth & Viegut, 2006). Using at least one formative assessment daily enables you to evaluate and assess the quality of the learning that is taking place in your classroom and answer these driving questions: *How is this student evolving as a learner? What can I do to assist this learner on his path to mastery?*

Types of Assessment Strategies

I have chosen a variety of quick ways for you to check for understanding and gather "evidence" of learning in your classroom. In this book, you will find four different types of formative assessments.

- **Summaries and Reflections** Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.

- **Lists, Charts, and Graphic Organizers** Students will organize information, make connections, and note relationships through the use of various graphic organizers.

- **Visual Representations of Information** Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."

- **Collaborative Activities** Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.

How to Use the Assessments in This Book

The quick formative assessments found within this book are designed for easy implementation in any classroom. Almost all can be used, with a little modification, throughout grades 3–8 and across the curriculum. A few are better for either younger or more sophisticated learners. Each strategy is labeled for easy identification by grade level on the list of strategies found on page 11.

You can choose any of the 25 quick assessments in this book to measure learning in your classroom. For each strategy, I will provide the following.

■ **Introduction** A description of the strategy and the relevant research behind it. I will explain how the strategy supports differentiated instruction.

■ **Step-by-Step Instructions** Steps for introducing and modeling the strategy for students

■ **Applications** Suggestions regarding what you can assess with the strategy

In addition, for many strategies you'll find:

■ **Tips for Tiering** Any ideas specific to the strategy for supporting struggling learners and challenging advanced learners that may not appear in the Introduction of this book

■ **TechConnect** Ideas for integrating technology with the formative assessment

■ **Reproducibles and/or Completed Samples of Student Work**

All reproducibles in the book are on the enclosed CD. I've also included variations of some forms that are only on the CD. See page 95 for a complete list of the CD contents.

Exit Cards

One of the easiest formative assessments is the Exit Card. Exit Cards are index cards (or sticky notes) that students hand to you, deposit in a box, or post on the door as they leave your classroom. On the Exit Card, your students have written their names and have responded to a question, solved a problem, or summarized their understanding after a particular learning experience. In a few short minutes, you can read the responses, sort them into groups (*students who have not yet mastered the skill*, *students who are ready to apply the skill*, *students who are ready to go ahead or to go deeper*), and use the data to inform the next day's or, even, that afternoon's instruction.

Feedback provided by the Exit Cards frequently leads to the formation of a needs-based group whose members require reteaching of the concept in a different way. It also identifies which of your students do not need to participate in your planned whole-group mini-lesson, because they are ready to be challenged at a greater level of complexity.

Several of the formative assessments contained in this book can be used as Exit Cards. In the table on page 11, I have placed an asterisk next to those assessments that you can use as an Exit Card to quickly sort and group students for subsequent instruction.

Keeping Track of the Data

When you use formative assessments, you must keep track of the data that you collect. The easiest way to observe and assess student growth is to walk around your room with a clipboard and sticky notes. As you notice acquisition of a new skill or confusion and struggle with a skill, record the student's name and jot down a brief comment. Consider keeping a folder for each child in which you insert any notes that you make on a daily basis. This process will help you focus on the needs of individual students when you confer with each child or develop lessons for your whole class.

Another way to keep track of the data is to use a class list such as the one on page 8. On this sheet, you can note specific skills and record how each student is doing. You can use a system of check-minus, check, and check-plus or the numbers 4, 3, 2, 1 to indicate student proficiency with the skill.

Differentiating Instruction in Response to Formative Assessments

Thomas R. Guskey suggests that for assessments to become an integral part of the instructional process, teachers need to change their approach in three important ways. They must "1) use assessments as sources of information for both students and teachers, 2) follow assessments with high-quality corrective instruction, and 3) give students second chances to demonstrate success" (2007).

Once you have assessed your learners, you must take action. You will be able to help your students achieve success by differentiating your instruction based on the information you have gathered. Ask yourself, "Who needs my attention now? Which students need a different approach? Which students are not learning anything new, because I haven't challenged them?" "Tiering" your activities for two or three levels of learners is usually what is called for after a review of assessment data. We must be prepared to provide both corrective activities and enrichment activities for those who need them. An important caveat to keep in mind, however, is that the follow-up, corrective instruction designed to help students must present concepts in new ways and engage students in different learning experiences that are more appropriate for them (Guskey, 2007/2008). Your challenge will be to find a new and different pathway to understanding. The best corrective activities involve a change in format, organization, or method of presentation (Guskey, 2007/2008).

After using any of the formative assessments contained in this book, you can choose from among the suggestions on page 9 to scaffold your struggling learners or challenge your advanced learners. The suggestions for struggling learners will help students during their "second-chance" learning on the road toward mastery. The suggestions for advanced learners will challenge those students who, in my opinion, are frequently forgotten in mixed-ability classrooms. With these easy adjustments to your lesson plans, you will be able to respond to the diverse readiness needs of students in your heterogeneous classroom.

Formative Assessment Data Collection

Assessment of: _____

4=Advanced **3=Proficient** **2=Developing** **1=Beginning**			

Students	List Specific Skills: Record 4, 3, 2, 1 →

Now what? The next step . . .

Use the information gathered to design tiered activities.

See page 9 for ideas on how to tier follow-up learning activities

Designing Tiered Activities

Addressing Student Needs at Different Levels of Readiness

Scaffolding Struggling Learners

- Offer teacher direction (reteaching with a *different* method).
- Allow the student to work with a reading partner, study buddy, or learning partner. (Buddy-up an English language learner (ELL) with another student.) This will provide peer support for collaborative learning.
- Allow students to use class notes, textbooks, and/or other classroom resources to complete the task.
- Provide a model or exemplar (of a similar problem solved or a sample of the type of writing expected).
- Furnish step-by-step directions; break down the task.
- Provide hints or tips.
- Color-code different elements; highlight for focusing; provide "masks and markers" for focused attention on specific text.
- Provide sentence strips, sticky labels with terms, or manipulatives (plastic coins, Judy clocks, Unifix cubes, fraction tiles, number lines, algebraic tiles, calculators, etc.).
- Provide a partially completed graphic organizer or outline.
- Provide out-of-sequence steps for students to reorganize.
- Provide a cloze (fill-in-the-blank) paragraph (with or without a word box) for students whose language is extremely limited or for those who struggle with grapho-motor skills.
- Give a framed paragraph or essay (with sentence starters to help organize the writing).
- Provide guided questions.
- Supply a word bank and definitions.
- Support with visuals, diagrams, or pictures.
- Provide words on labels for students to simply pull off and place appropriately.
- Allow additional time.

Challenging Advanced Learners

- Design activities that are more complex, abstract, independent, and/or multistep.
- Pose a challenge question or task that requires them to think beyond the concrete and obvious response (from the newly learned material) to more abstract ideas and new use of the information.
- Require more complex expression of ideas: different types of sentences, synonyms, more than one adjective or action (verb) to describe what's happening.
- Require that metaphors and similes, idiomatic expressions, or specific literary elements be included in their writing.
- Ask students to make text-to-text and text-to-world connections (more abstract than text-to-self connections).
- Require students to note relationships and point out connections among ideas: compare and contrast; cause and effect; problem and solution; sequence, steps, or change over time; advantages and disadvantages; benefits; etc.
- Ask students to tell the story from a different point of view.
- Ask students to place themselves into the story or time period and write from the first-person point of view.
- Ask students to consider "What if?" scenarios.
- Provide multistep math problems.
- Include distracters.
- Do not provide a visual prompt.
- Ask students to suggest tips or hints that would help others who struggle to make sense of the information
- Provide a problem or model that does not work; have students problem-solve.
- Have students create their own pattern, graph, experiment, word problem, scenario, story, poem, etc.
- Have students use the information in a completely new way (*Design an awareness campaign about …* ; *Create a flier to inform …*; *Write/give a speech to convince …*; *Write an article to educate …*; *Write an ad to warn others about …*; *Design a program to solve the problem of ….*)

Gathering Multiple Sources of Evidence

In differentiated classrooms everywhere, a resounding mantra is "Fair is not equal; fair is getting what you need." Assessments enable us to determine what students need. But for our assessments to be accurate, we need multiple measures of student understanding. We need evidence gathered over time in different ways to evaluate how effective the teaching and learning process has been. Tomlinson and McTighe (2006) suggest that when we gather a "photo album" rather than a "snapshot" of our students, we can differentiate instruction based on a more accurate evaluation of our students' learning needs.

I wish you success as you gather your own "photo album" of your students and choose from a variety of reflective, unique, and engaging assessment tools. This book offers you an "assessment tool kit" to choose from as you create a classroom that is continually more responsive to the needs of your diverse learners. These assessments will provide you and your students "evidence" of their learning and help them on their journey to greater achievement in school.

Response to Intervention (RTI)

With the reauthorization of the Individuals with Disabilities Education Act (IDEA, 2004) under No Child Left Behind, schools are searching for ways to implement the newly required Response to Intervention (RTI) model. This new way of delivering intervention to struggling students encompasses a three-tiered model.

Tier 1 interventions include monitoring at-risk students within the general education classroom, ensuring that each student has access to a high-quality education that is matched to his or her needs. RTI focuses on improving academic achievement by using scientifically based instructional practices.

According to the National Association of State Directors of Special Education (2005), Tier 1 strategies encompass "alternative assessment which utilizes quality interventions matched to student needs, coupled with formative evaluation to obtain data over time to make critical educational decisions." Not to be confused with tiered activities, which are a cornerstone of a differentiated classroom (where one concept is taught at two or three levels of readiness), Tier I activities are any of the in-class interventions classroom teachers provide to assess and monitor their at-risk students.

The evidence-based formative assessments provided in this book are excellent methods for classroom teachers to measure the progress of their Tier 1 students.

25 Quick Formative Assessments
Quick Reference
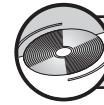
All forms are available on the companion CD

Section 1 — SUMMARIES & REFLECTIONS | VERBAL-LINGUISTIC & INTERPERSONAL

Gr. 3–5	Gr. 6–8	I·P·G·C	Assessments	TechConnect	Page #
✓	✓	I·P·G·C	■ Dry-Erase Boards	✓	13
✓	✓	I	■ QuickWrite*	✓	15
✓	✓	I	■ WriteAbout*	✓	16
✓	✓	I	■ S-O-S Summary*		19
✓	✓	I	■ 3-2-1 Summarizer*		22
✓	✓	I	■ My Opinions Journal	✓	25
	✓	I	■ My Textbook Page	✓	28
	✓	G·I	■ FactStorming	✓	32

*Can be used as Exit Cards

I–Individual
P–Partner
C–Whole Class
G–Small Group

Section 2 — LISTS, CHARTS, AND GRAPHIC ORGANIZERS | LOGICAL-MATHEMATICAL

Gr. 3–5	Gr. 6–8	I·P·G·C	Assessments	TechConnect	Page #
✓	✓	I	■ My Top Ten List*		38
✓	✓	I·P·G	■ Matrix		41
✓	✓	I	■ Noting What I've Learned		44
✓	✓	I·P·G	■ List-Group-Label (LGL)		47
✓	✓	I·P·G	■ Web Wind-Up	✓	50

Section 3 — VISUAL REPRESENTATIONS OF INFORMATION | SPATIAL

Gr. 3–5	Gr. 6–8	I·P·G·C	Assessments	TechConnect	Page #
✓		I	■ Picture Note Making*	✓	53
✓	✓	I·G	■ QuickWrite/QuickDraw!*		56
✓	✓	I	■ Unit Collage	✓	59
✓	✓	I	■ Photo Finish	✓	63
✓	✓	I	■ Filming the Ideas	✓	67
✓	✓	I	■ Flipbooks	✓	73
✓	✓	I	■ SmartCards*	✓	76

Section 4 — COLLABORATIVE ACTIVITIES | KINESTHETIC & INTERPERSONAL

Gr. 3–5	Gr. 6–8	I·P·G·C	Assessments	TechConnect	Page #
✓	✓	P	■ Turn 'n' Talk	✓	80
	✓	P·G	■ Headline News! Summary	✓	82
✓	✓	C	■ Four More!		85
✓	✓	C	■ Find Someone Who… Review		91
✓	✓	G·C	■ Carousel Brainstorming	✓	94

Section 1

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Summaries and Reflections

The strategies that follow are summaries and written reflections. Relying heavily on verbal-linguistic skills and focusing mostly on intrapersonal intelligence, students are asked to reflect upon their own learning. They must reorganize information to make meaning for themselves. Brooks and Brooks (cited in McLaughlin & Vogt, 2000) note that from a constructivist point of view, learning is understood as a process that incorporates concrete experience, collaborative discourse, and reflection. Following are eight strategies that invite students to summarize and reflect after their learning experiences.

Dry-Erase Boards ░░░░░░░░░░░░░░░░░░░░

Using dry-erase boards has been a standard strategy in classrooms where teachers encourage consistent student engagement. However, there are many classrooms where dry-erase boards sit on shelves or in closets gathering dust, remnants of a forgotten, or underused, technique for energizing classrooms. Let me share an important reason for digging them out and dusting them off.

Assessment is immediate with the use of a dry-erase board. When students raise their boards during class to offer responses to a question or problem, you get on-the-spot information. You can see if students are incorporating new knowledge, and which areas, if any, are presenting confusion. Depending upon your assessment of student understanding, you can instantly change the direction of your lesson or reteach a part of it.

Step-by-Step

1. If you have a class set of dry-erase boards, have two students pass one out to each classmate. This assigned job can rotate and can include collecting them at the end of the day and, occasionally, cleaning them of any remaining ink.

2. As students record and illustrate on the boards, pass among the desks, assessing student understanding. You might carry a clipboard to make notes about misconceptions or different ideas for sharing with students at the end of the activity.

Applications

Dry-erase boards can be used for any subject. They are, however, particularly useful for math, language arts, and foreign-language review, practice, and enrichment. See page 14 for a sample lesson in language arts.

The dry-erase board is flexible and ideal for use in a differentiated classroom. Among the myriad tasks you can design for dry-erase boards are answering questions, solving math problems, illustrating concepts, generating lists, composing sketches, and creating graphic organizers.

Whenever you feel the need to reengage your learners, you can create a brief activity with the dry-erase boards. You can use them from time to time throughout the day, for short practice, or for reflection. They can be used for warm-ups, homework review, or guided practice. They can be used by individual students, partners, or small groups. Visual learners are aided by the use of images and colors. Tactile-kinesthetic learners are supported by the physicality of writing or drawing, raising the boards, and the interactive environment they create.

You can use the boards as "Entrance Cards," on which students write or draw something that makes a connection to the previous day's lesson. This practice is effective in activating prior knowledge, and I've found it to be highly motivating as well.

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Language Arts: EXPANDING SENTENCES

This activity will encourage students to write fuller, richer sentences.

- First, have students write a simple sentence on their board—for example, "Damien runs" or "Mary studies."
- Then, pull one card at a time from a set of cards with the following words written on them: *How? Where? When? With whom? Why?*

- As you pull one card at a time from the box, direct students to erase and rewrite their sentence to include the new information.
- Have two or three students share their sentences after each rewriting.

TechConnect

The makers of SMART Board technology have created a new gadget that allows for on-the-spot assessment. These interactive clickers, or Senteos, allow the teacher to prepare an "Ask the Audience" portion of a lesson to instantly measure and view graphs of student understanding.

For more info: www.smarttech.com (search: Senteo).

Using the free Web tool SurveyMonkey to assess students is another option. Unlike the handheld devices, SurveyMonkey doesn't provide instant access to information. However, the results can be retrieved from the Web site or stored for later use.

A tutorial for SurveyMonkey can be found at http://www.surveymonkey.com/Home_Videos.aspx.

Tips for Making Your Own Dry-Erase Boards!

There are many teacher stores and online distributors that sell class sets of individual dry-erase boards or paddle dry-erase boards (with handles for easier student use). Do an Internet search for "dry-erase boards" and you'll find thousands.

Most teachers, however, have budgetary constraints and find that class sets are too expensive for them to purchase (up to $100 per set). Instead, they make their own. It's easy. Go to a home improvement store and purchase one sheet of shower board—this is the material that is placed behind the tiles in a shower. It comes in 8' x 4' sheets and is white and shiny. One board costs around ten dollars. Many teachers have reported in online blogs that if you tell the salesperson that you are a teacher, he or she will accommodate you by cutting the board into 12" x 12" individual boards.

After having the board cut into the smaller size, cover the edges with duct tape. Ask your students to bring in old clean socks to serve as erasers. You will have to supply dry-erase pens, which can last the year, if properly taken care of (remind students to replace caps immediately when not in use).

After a while, the ink leaves marks that are hard to remove from the shower board. I found an excellent idea online from a teacher who suggested treating the boards with car wax before using them to help keep marks from becoming permanent. There are many products that can be used every once in a while to completely clean the boards. The savings incurred by making the boards yourself is worth the occasional time you or your students will need to clean them thoroughly.

QuickWrite

A QuickWrite is a brief, timed writing activity. Giving students two or three minutes to reflect on and summarize their learning in writing allows them to make sense of what they have been studying.

Step-by-Step

1. Either midway through a lesson or at the end, provide students with a large sticky note, an index card, or a half-sheet of paper.

2. Advise students that they will have two (or three) minutes to reflect on what they have just learned and write about it.

3. State the prompt you want students to respond to. You may pose a question, ask for a summary of the content, require a list of steps, ask for an analysis of the work, or request the use of specific content-area vocabulary in a wrap-up of the topic under study. The more specific the prompt, the better the response.

4. Have a few students share their reflections with the class. Alternatively, you can collect the QuickWrites as Exit Cards.

Applications

A series of QuickWrites can be kept in a journal, allowing students to revisit what they have learned over time. You can collect the journals periodically and provide written feedback to your students.

TechConnect

Have students create a "TalkAbout" instead of a Quick-Write. Using a microphone connected to a computer and the free audio-capturing software that comes with Windows (Start/Programs/Accessories/Entertainment/Sound Recorder), students will record their responses to the prompts instead of writing them. For students in a differentiated classroom who would find it easier to speak than to write, this option would provide an appropriate alternative assessment.

■ For about $50, teachers can purchase a Webcam to attach to the computer so students can videotape themselves providing the summary.

WriteAbout

Research has shown that summarization yields some of the greatest leaps in comprehension and long-term retention of information (Wormeli, 2005). A WriteAbout is a concrete tool for summarization in which students use key vocabulary terms (the language of the content area) to synthesize their understanding in a paragraph as well as represent key ideas graphically. Combining both verbal-linguistic and spatial intelligences, this assessment tool is a favorite of many students.

Debra Steinroder models a WriteAbout for her fifth-grade students using a poster-size version of a WriteAbout.
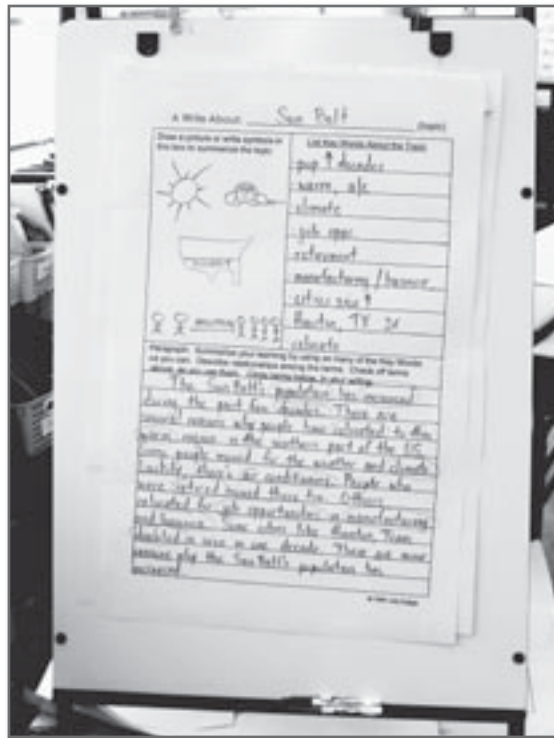
Step-by-Step

1. At the end of your lesson, provide a WriteAbout sheet to students (page 18).
(TIP: If you photocopy these pages on colored paper, they will be easy to find later when needed for studying.)

2. Model for the class how you would complete a WriteAbout. Depending upon the grade of your students, you may need to model several times. Brainstorm key words and draw a picture to represent the main idea.

3. Demonstrate how to write a summary using the key words on the list. Show students how you check off the terms as you use them and circle them in your writing.

4. Let partners talk and complete a WriteAbout together.

5. After a few practice opportunities with a partner, students should be ready to complete a WriteAbout on their own.

6. Collect this assessment and provide feedback to students. Provide a simple check or check-plus to indicate the individual's level of mastery. Share with your class what a check or check-plus means. (*A check means that you understand most of the terms and ideas, but still have to master others. Please notice any circles, question marks, or questions that I have written on your paper to help guide your next steps in learning.*)

7. Plan your instruction for the next day so that it fills any gaps in class understanding and/or includes flexible grouping for a follow-up tiered activity.

Applications

The WriteAbout is also a useful tool for homework. It provides an opportunity for students to synthesize the key understandings of the day's lesson.

Keep in mind, however, that this assessment is designed for a single concept within a larger unit. Don't use it, for example, to see what students have learned about the Civil War. Use it to see what they have learned about the Underground Railroad, the advantages held by the North or South, or Reconstruction after the war.

Teachers have used the WriteAbout paragraphs successfully with their "Expert Groups" in a Jigsaw review activity (See Dodge, 2005 for a more detailed explanation about the Jigsaw Activity.) Briefly, students are assigned a Home Base Group and each is given a different subtopic, question, reading, or problem to complete. They then move into Expert Groups to work with others given the same assignment. There, each student completes his own Write-About. When he/she returns to the original Home Base Group, each Expert contributes his/her piece to the group's poster on the whole topic. This poster or product represents a group assessment. To check for individual understanding, follow up with several short-response questions.

TechConnect

Using a software program like Kid Pix or the free paint tool that comes with Windows, students can draw the pictures, symbols, or steps. Then, using the paint tool found in either program, they can write their paragraph.

Tips for Tiering!

In addition to the ideas on page 9, consider the following.

To support struggling learners: Duplicate the Write-About template with the vocabulary terms already printed on it. (Provide definitions, if you feel they are necessary)

Students use A WriteAbout to help them process the information they have been learning in a unit on animal adaptations. They check off the vocabulary terms and circle them in their writing as they use the key words in context. (This template is available on the CD.)

Write About

Name _____ Date _____

Draw a picture or write symbols in this box to summarize the topic

List Key Words about the topic

❑ _____

❑ _____

❑ _____

❑ _____

❑ _____

❑ _____

❑ _____

❑ _____

❑ _____

Paragraph: Summarize your learning by using the terms above in a paragraph about the topic. Check off the terms as you use them. Then circle the terms in your paragraph.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

S-O-S Summary

An S-O-S Summary is an assessment that can be used at any point in a lesson. The teacher presents a *statement* (S), asks the student's *opinion* (O) (whether the student agrees or disagrees with the statement), and asks the student to *support* (S) his or her opinion with evidence. This summary can be used before or during a unit to assess student attitudes, beliefs, and knowledge about a topic. It can be used at points throughout a unit or lesson to assess what students are coming to understand about the topic. And it can be used at the end of a unit to see if attitudes and beliefs have been influenced or changed as a result of new learning.

S-O-S

- Read the following **s**tatement: _____
  What does it mean?

- What's your **o**pinion?
  Circle one: I agree   I disagree

- **S**upport your opinion with evidence (facts, data, reasons, examples, etc.).

S-O-S Summary

Given this statement: Cara Landry is a truthful reporter.

What does it mean? Cara Landry only reports the truth.

What's your opinion?   Circle one: (I agree)   I disagree

Support your opinion with evidence (facts, reasons, examples, etc.)
- she investigated on the topics before she puts it in the newspaper
- if she knew information wasn't true she wouldn't publish it
- her newspaper never told a lie

S-O-S Summary

Given this statement: Mr. Larson is hard working.

What does it mean? Mr. Larson works hard.

What's your opinion?   Circle one: I agree   (I disagree)

Support your opinion with evidence (facts, reasons, examples, etc.)
- he didn't teach
- he drinks coffee and sits at his desk
- doesn't care what the kids in his class are doing

This fifth grade student is using the S-O-S Summary to practice writing an English Language Arts essay on characterization—without all of the writing. Reacting to the given statement, she provides her opinion with brief, bulleted responses, supporting her opinion with evidence. (This template is available on the CD.)

Step-by-Step

1. Provide students with an S-O-S Summary sheet (page 21).

2. Write a statement (not a question!) on the board for students to copy. This activity works best when the statement is one which can be argued from two points of view (see sample statements in box below).

3. Give students five minutes to agree or disagree with the statement by listing facts, data, reasons,

examples, and so on that they have learned from class discussion, reading, or media presentations.

4. Collect the S-O-S Summary sheet to assess student understanding.

5. Make decisions about the next day's instruction.

Applications

The S-O-S Summary is excellent practice for essay writing without all of the writing. It helps students choose a point of view and support it with evidence presented in brief bulleted points. Teachers can use it frequently because it requires much less time than an essay—both to write and to assess.

The S-O-S Summary is also good practice for students who are required to complete DBQs (document-based questions) in social studies, write critical-lens essays in English Language Arts, or ponder ethical dilemmas in science. Each of these tasks requires students to take a stand on a particular issue and support their point of view with evidence, facts, and examples.

Sample Statements

- The main character is a hero.
- Recycling is not necessary in our community.
- If you are young, it's not important to have good health habits.
- The city is the best place to live.
- The Industrial Revolution produced only positive effects on society.
- You don't need to know math to live comfortably in the world.

Tips for Tiering!

In addition to the ideas on page 9, consider the following.

To challenge advanced learners: If you have a mature class, capable of independent, critical thinking, you can make this activity more complex. Ask half of the class to agree with the statement and the other half to disagree with it; have students complete an S-O-S Summary from their assigned viewpoint. Then hold a debate. Have the two groups stand on

opposite sides of the room with their S-O-S Summary in hand and encourage the two sides to defend their opinions orally by using all of the facts, data, and examples they have written. Then, ask students to return to their seats and write the very best argument they can for the opposite viewpoint. This is an excellent exercise for developing listening skills; arguing from a particular viewpoint; and deconstructing conflicts in literature, history, and everyday life.

S-O-S Summary

Name _____ Date _____

Read the following **s**tatement:_____

_____

_____

What does it mean?_____

_____

_____

What's your **o**pinion?   Circle one: I agree   I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).

- ■
- ■
- ■

✂ -

Name _____ Date _____

Read the following **s**tatement:_____

_____

_____

What does it mean?_____

_____

_____

What's your **o**pinion?   Circle one: I agree   I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).

- ■
- ■
- ■